# NCEXTEND1 Eligibility Criteria

To determine participation in any of the NCEXTEND1 alternate assessments, the following eligibility requirements must be met:

- The student must have a current Individualized Education Program (IEP).
- The student must be enrolled in grades 3–8, 10, or 11, according to PowerSchool. <u>Note:</u> Only those students enrolled in 11th grade for the first time are required to take the NCEXTEND1 alternate assessment at grade 11.
- The student must be instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., Reading, Mathematics, and Science).
- The student must have a significant cognitive disability.
  - o The student's disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
  - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
  - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.

The vast majority of students with disabilities do not have a significant cognitive disability. The NCEXTEND1 is <u>not</u> appropriate for students who

- are being instructed in <u>any</u> or <u>all</u> of the assessed general grade-/course-level content standards of the *North Carolina Standard Course of Study* (i.e., Reading, Mathematics, and Science);
- demonstrate delays only in academic achievement;
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays owning primarily to behavioral issues; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study pathway).

Evidence for the decision to participate in NCEXTEND1 is <u>not</u> based on:

- a disability category or label,
- poor attendance or extended absences,
- native language/social, cultural, or economic differences,
- expected poor performance on the general education assessment,
- academic or other services the student receives,
- educational environment or instructional setting,
- percent of time receiving special education services,
- English Learner (EL) status,
- low reading level/achievement level,
- anticipated disruptive behavior,
- impact of student scores on the accountability program,
- administration decision,
- anticipated emotional distress, or
- need for accommodations to participate in the assessment process.

IEP teams can use the following *North Carolina Alternate Assessment Decision-Making Chart* to aid in decision making regarding the NCEXTEND1 alternate assessment for students.

## North Carolina Alternate Assessment Decision Making Flow Chart

Has the student been evaluated and determined eligible under Individuals with Disabilities Education Act (IDEA)?



standard administration. This student may be able to use Accessibility Features. Please see the *Testing Students with Disabilities* publication.

Does the student demonstrate a significant cognitive disability and limited adaptive skills that may be combined with physical or behavioral limitation?

The student has been determined to have cognitive abilities falling within the most significant cognitive disability range of 3+ standard deviations below the mean plus or minus one standard error of measure using standardized assessments



AND

demonstrates adaptive skills that are 2 standard deviations below the mean in one area or one and one-half standard deviations below the mean in two or more domains.

Student must participate in the statewide assessment and district – wide assessment. Student may be eligible to use accommodations based on IEP team decision.

Student must participate in the

North Carolina required tests using



Does the student's significant cognitive disability impact the level of supports and services needed to progress through the standards?

The student requires a highly specialized educational program with intensive supports and modifications/accommodations

#### AND

requires daily instruction for core academic standards and functional life skills on a substantially lower grade level than that of other peers with disabilities

#### ANI

requires extensive and repeated individualized instruction and support to make meaningful gains

### AND

uses substantially adapted materials and individualized methods of accessing information in alternative ways

### AND

services and supports provided outside the general education classroom for greater than 60% of the day

### AND

requires constant immediate supervision

### AND

instruction is from the Extended Content Standards



Will the student's significant cognitive disability impact the student's post-school outcomes compared to same age peers?



Is the student's inability to participate in the regular assessment primarily the result of the extent of the significant cognitive disability and NOT the result of excessive absences, visual or auditory processing, social, cultural, language or economic difference?



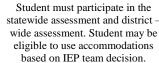
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Student is eligible to participate in the NC Alternate Assessment